

West Ridge Charter School
Dare to Soar



West Ridge Academy

Required Information

1. Name of proposed charter school- West Ridge Charter School			
2. Name of applicant- Paul Keene			
3. Authorized agent- Paul Keene			
4. Mailing address: Street, City, State, Zip 5500 West Bagley Park Road, West Jordan, UT 84081			
5. Phone number-801-282-1143		6. Email address- pkeene@wrracademy.com	
7. District(s) where proposed charter school is located- Jordan			
8. <input checked="" type="checkbox"/> Form of organization <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other Nonprofit Corporation check			
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Lisa Hales	Lhales@wrracademy.com	Charter School Administrator	Chair
Calvin Hatch	Calvin@hatch-law.com	Attorney	Voting
Barrie Giles	barriegiles@comcast.net	Parent/Education	President Elect
Brad Jeppson	b.Jeppson@ghid.org	Accounting	Voting
Mitzi Steckling	mitzis@mac.com	Business	Secretary
10. Proposed opening date-2016-17*see waiver request below			
11. Requested Enrollment			
Year 1 Grade K: <u>0</u> , Grade 1-6 <u>0</u> , Grades 7-8: <u>50</u> , Grades 9-12: <u>250</u> Total: <u>300</u>			
Year 2: Grade K: <u>0</u> , Grades 1-6: <u>0</u> , Grades 7-8: <u>50</u> , Grades 9-12: <u>250</u> Total: <u>300</u>			
Year 3: Grade K: <u>0</u> , Grades 1-6: <u>0</u> , Grades 7-8: <u>50</u> , Grades 9-12: <u>250</u> Total: <u>300</u>			

<p>12. Is seeking special treatment under UCA 53A-1a-501.9</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>13. Is this proposal seeking priority consideration under UCS 53A-1-502.5?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
<p>14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B).</p> <p>*WRCS is seeking a waiver from the application timeline, but it could not identify the Administrative Rules establishing the timeline. As a currently operational and accredited school, WRCS seeks to secure a charter for the 2015-2016 school year.</p>	

Signatures	
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent	
Signature of Authorized Agent	
Name of Charter School Board Chair (if different than Authorized Agent)	
Signature of Charter School Board Chair (if different than Authorized Agent)	

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Executive Summary:

West Ridge Academy (WRA) is a fully accredited, private school serving at-risk youth grades 5-12 who are receiving residential treatment. Its multifaceted approach to learning, teacher-led and computer-based, is dedicated to assisting those students who are at-risk of not graduating or dropping out of school. These students may have social problems, emotional disorders, and/or substance abuse issues. The school was founded by Lowell Bennion in 1964 as a way for parents to seek help within their community for their children. As a 501c (3), WRA has had tremendous success working with students, giving them the tools and motivation to recover credits lost and getting them back to grade level with their peers. Due to the success that students and families have found at WRA, the parents of struggling students in the West Jordan area have asked for us to become a charter school so their child could possibly find similar success. It is for this reason that WRA has decided to separate from the residential program and become West Ridge Charter School (WRCS). With the infrastructure of facilities and faculty available, WRCS can help struggling teens put their lives back together and find educational success and possibility for a future.

The success that students have found at WRA has continued on in their educational experience as 40% of them have attended universities, community colleges or trade school. Graduates include police officers, lawyers, and musical artists who are now giving back to their communities. Becoming a charter school will make available to students in the community the help they need to complete school and deal with the issues that are confronting and hindering their lives.

As a private school WRA students meet Utah Core Standards through a self-paced blended model that focuses on the Utah Core Curriculum. High school students also have the opportunity for credit recovery so they may earn enough credits to graduate.

Key founders of WRCS are as follows:

WRCS Board of Trustee Charter School Subcommittee Members.

1. Lisa Hales: President, Lisa is an experienced secondary teacher and administrator. She received her BA in English Education from the University of Arizona in 1991, her MAEd from the University of Phoenix in 1998, and her MAEd in Educational Leadership from Colorado State University in 2010. Having spent 25 years in education in Colorado, she relocated to Utah in June of 2014. As an experienced International Baccalaureate (IB) teacher, coordinator, site visitor, workshop leader and consultant, she served as the Academic Director/IB Coordinator of Providence Hall Charter School's high school as it opened in the fall of 2014. She comes to the WRCS Board having served on the Board of Directors for the IB Association of

Rocky Mountain World Schools (2003 – 2008), and as an experienced leader in curriculum, assessment and instructional design. She has a passion for working with secondary students and teachers of all abilities.

2. Barry Giles: President Elect, Mrs. Giles joined the WRA Board in 2007, serving as the president from 2008-2010. Her passion for helping students started when she realized that her child needed help with his emotional and educational issues. She sought WRA as the school to give the attention that was needed to facilitate her son's educational and emotional needs this resulted in his graduation from high school.
3. Mitzi Steckling: Secretary, Mrs. Steckling is an avid supporter of youth driving programs. She has served as the PTA Teacher Association President, taught "Parenting with Love and Logic," served on the Davis County Jr. Miss Scholarship Program and as a delegate to the Davis County Republican Party. Her love for youth and finding ways to help them accomplish their dreams has been fundamental to making WRA successful.
4. Brad Jeppson: Mr. Jeppson is currently the Director of Administration at Granger-Hunter Improvement District. He received his Master of Accountancy at the University of Phoenix and his Bachelor's Degree from the University of Utah. Mr. Jeppson is a Charter Member and Past President of the Sunrise West Jordan Rotary Club. He was the former Assistant Executive Director of West Ridge Academy and worked there for 10 years. He has worked a total of 15 years with At Risk Youth. He brings his expertise in financial experience.
5. Calvin Hatch- Legal Mr. Hatch is an attorney with over 12 years of experience working in the fields of business law, federal Indian law and business development. Mr. Hatch graduated with a Bachelor's Degree from the University of Kansas and a Juris Doctorate from the J. Reuben Clark School of Law at Brigham Young University. While attending law school, Mr. Hatch began his work with tribal governments and received the Meritorious Service Award for his work with Native American Tribes. Throughout his legal career, Mr. Hatch has focused his practice on: (1) business law / business development; (2) estate planning; and (3) Tribal / federal Indian law. Mr. Hatch has served in various positions, including general and special counsel, venture capital counsel, part-time in-house counsel, administrator/executive director, prosecutor, juvenile prosecutor, juvenile judge, appellate judge and chief judge.

School Leadership

6. Paul Keene: Executive Director
7. Natalie Keefer: Registrar
8. Kristi Measels: Executive Assistant

Section 1: School Purpose

WRCS fulfills the following purposes for Utah charter schools, while seeking special consideration under 53A-1a-501.9 to enhance the learning opportunities for students at risk of academic failure:

- Continuing to improve student learning.
The students served by WRCS will be at risk for dropping out or not graduating. By providing the support for social and behavioral problems as well as academic flexibility, student learning is improved and risk for dropping out decreases.
- Encourage the use of differentiated teaching methods.
WRCS will utilize a blended learning method that provides both the support of active instruction by licensed teachers and use of a flexible, online curriculum that is student-centered. This curriculum is unique in that we will be serving the student population of at-risk youth. Teachers will use a blended model of self-paced and direct instructional models. Teachers will use the approximately first half of class and explaining to students the information they need to know to complete their school work for that day. During the second half students, will use their computers to complete the assignment for the day.
- Increase choice of learning opportunities for students;
There are currently few learning opportunities for students with social and behavioral problems and substance abuse issues in Jordan and surrounding districts. Students with mild issues may be supported in their schools via 504 plans. Typically, students with more severe needs are served through treatment centers that are paid for by medical insurance, thus prohibiting treatment for far too many students who lack financial resources. WRCS seeks to fill this gap of service.
- Establish new models of public schooling
WRCS provides a new model of public school which gives students access to a wide range of support for social and emotional problems and substance abuse/addiction issues.

See Section 4: Program of Instruction to learn how WRCS will employ new and innovative methods to meet the unique learning styles and needs of its students.

Mission statement:

West Ridge Charter School will provide a high quality educational opportunity for renewed hope and for success for struggling ~~teens~~.

Future in 5 to 10 Year

WRCS has a bright future. In 5 to 10 years, it will be a leader in the education of at-risk youth, setting the standard for other schools who are serving similar populations. At the five year mark, the population of WRCS will exceed 250 but not more than 300 students. WRCS will have 50 students in grades 7-8 and 80 students in grades 9, 10, 11 and 12. These students will come from Salt Lake and Utah Counties, with the majority within ten miles of the charter school.

WRCS will continue to place a computer in every student's hands to enhance their educational experience and prepare them for higher education. It will also continue to search out new ways to enhance its curriculum.

Graduation rates will be in the 80% range, and students will be leaving the school with many opportunities and choices available to them. Graduates will have an understanding of what it takes to be a contributing member of society and tools to be successful.

Educational Foundation, culture and ethos:

The culture of WRCS is an environment of guiding students to educational success. Students meet weekly with their Teacher Mentor (T/M) to discuss educational success and pitfalls, and then set goals for the following week. WRCS's goal is to teach students how to take control of their own education.

Campuses are gender-specific, with a boy's campus and a girl's campuses. WRCS has been practicing this model for eight years and has found huge success in running separate campuses. Gender specific classes limit distractions and allow for the learning process to move forward.

Much of the WRA culture and ethos will transfer to the WRCS to continue its 60-year legacy dealing with at-risk teens. A successful WRCS will see its students improve high school graduation rates year after year, because its students know that they have the capability to accomplish great things.

Anticipated Population:

WRCS will have 300 students at capacity. Of these students there will be approximately 50, grades 7-9, 80 grade 10, 90; grade-11, and 90 grade 12 students. The total amount of students that will have the opportunity to attend WRCS will be capped at 300.

Integration of Mission, Curriculum, Teaching Methods and other services:

Teachers will be working on developing and utilizing best practices learned from visiting other schools, attending conferences, and school inter-collaboration. These practices will not only aid main stream students but students with disabilities as well. Teachers will be encouraged to find and implement new methods or resources to increase student involvement in the learning process. Collaboration between individual teachers, departments, and outside sources is expected so best practice methods can be implemented.

The course curriculum will be provided by Fuel Education, formerly K-12, which has partnered with more than 2,000 school districts in all 50 states and D.C. Fuel Education provides coursework that is aligned to the Utah State Core Curriculum and offers the largest number of course options in the industry.

Licensed T/M's will offer the "brick and mortar" portion of the blended learning instruction, including the direct instruction and facilitation of individual/group projects and labs. TM's will be facilitators in their classrooms to assist students when they are struggling and have questions and to run small group discussions. TM's will be on their feet moving around their workstations, helping students and making sure students are working on assignments. TM's are also able to identify and address student learning needs, such as test anxiety, time management, and study skills problems and aid them in developing strategies to overcome these issues.

The students that will be attending WRCS are students who are behind in credits due to social and emotional problems or who just have a lack of motivation. Fuel Education offers online courses that will give these students an opportunity to quickly recover lost grades with refresher courses. WRCS has set a pathway to success and created rules to aid students in being successful; they are:

Teachers:

1. Will have an attitude that is deemed non- traditional learning, thinking outside of the box, allowing a student-centered school.
2. Classrooms become workstations and teachers become tools in learning. Teachers will:
 - Walk the classroom giving assistance and encouragement.
 - Conduct small group discussions and labs with not more than 8 students in each group.
 - Grade work quickly so feedback can aid learning, rather than hinder it.
 - Know every student as an individual, including his/her:

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- Learning style
- Disabilities
- Teachers must be motivational: Find what drives each student and assist him or her in capitalizing on it.

School:

1. Combine vision and purpose for change.
2. Understand the new way of thinking and be progressive.
3. Allow students to test out of classes if they can demonstrate competency through testing.
4. Schedule study groups/meetings for teachers with small groups.
5. Track students effectively through a student monitoring system as they move
6. Become partners with SLCC or another college so students may earn concurrent enrollment while attending WRCS if they choose to do so.

Parents:

1. Stay involved in their student's learning and school activities.
2. Volunteer in WRCS 20 hours per year at activities, reading program and/or field trips.
3. Attend bi-annual parent-teacher conferences.
4. Provide transportation to and from school daily.
5. Students and parents are responsible for checking student attendance regularly from Student Monitoring System (i.e. PowerSchool), which can be accessed from the school website at WestRidgeAcademy.com/pub

Section 2: Market Analysis

WRCS seeks to serve 300 students in grades 7-12 who struggle with social or behavioral problems or substance abuse and addictions. The small, lab-style classes and blended instruction are designed to meet individual student needs and provide maximum flexibility, including students whose challenges are compounded by the need for credit recovery. The strong therapeutic milieu, including social and behavioral reinforcement and peer and adult mentoring, help students improve challenges that often inhibit positive academic performance and social interaction.

Currently there are no charter schools that have the serve students with social/ emotional

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needs. Student at WRCS will have the opportunity to receive counseling with a licensed therapist both before and after school. Studies show up to 30% of the drop outs at Jordan, Kearns and Harriman who are in need of a school such as WRCS.

Differentials of Schools in the Surrounding Area

WRCS will have a highly structured environment consisting of small class sizes, one on one work with T/M's and computers for assignments and research. Class sizes will not extend past 15 without a teacher's assistant in the room to assist student with their work.

High Growth Area:

WRCS is located in a high growth area, Jordan School District, and with a bond failure in 2014 to build new schools the overcrowding in the classrooms will continue. WRCS will alleviate some of the pressure of the high schools aiding the population that can be troublesome and could fall between the cracks.

Students with Disabilities:

WRA has been working with students with a wide range of disabilities and disadvantages for 60 years. WRA has successfully educated some of the most challenging students and considers this a specialty. Board members, administrators, general education faculty and special education faculty are experienced with the Individuals with Disabilities Education Act, the Individual Education Plan process, 504 Plans, procedural safeguards, and the full range of service delivery and accommodations. Many of the students who seek the type of program offered by WRCS will have diagnoses which make them eligible for special education services as part of an IEP and/or a 504 Plan. In accordance with state law and the federal Individuals with Disabilities Education Act, WRCS will implement Child Find activities, including Response to Intervention methods, to identify, evaluate, and monitor students with disabilities and will comply with all applicable disabilities laws. Progress will be assessed as required in the IEP/504 Plan and generally at the student's weekly staff meeting.

English Language Learners:

Students will be screened and tested for Limited English Proficiency. This begins with a Home Language Survey upon admission and progresses through the Utah Academic Language Proficiency Assessment for Assessing Comprehension and Communication in English State to State (ACCESS) placement, as needed. Students identified as English Language Learners will receive support services until they are proficient enough in English to participate meaningfully in the regular program. Monitoring for progress will occur as part of regular weekly staffing of each student at WRCS.

Economically Disadvantaged Students:

WRCS recognizes it is likely to have students who qualify as economically disadvantaged. WRCS will strive to protect the dignity of all students and ensure personal family finances do

not impede a positive student experience. As a free public school students are not required to pay tuition. WRCS will comply with state law regarding fees, notification of fees, and reductions and waivers of fees. WRCS will participate in the National School Lunch Program and will be able to offer meals at free and reduced prices to families that qualify.

Students Experiencing Homelessness

In accordance with the McKinney Vento Homeless Assistance Act, no student who experiences homelessness at the time of application or while attending WRCS will have his/her attendance eligibility affected. WRCS will try to identify students experiencing symptoms of homelessness, assess any student needs related to the potential added stress of the situation and provide reasonable assistance and support to ensure student success. This may include such things as relieving sanctions on tardiness or incomplete homework, providing an appropriate place and time at school for students to complete projects and homework, providing tutoring or counseling, and providing the family with information on community resources.

Student Recruitment:

WRA has a decades-long positive reputation and relationship in the adolescent therapy community and among Utah school districts. WRCS will notify these networks of this new, cost-free public school choice. Additionally, within 10 days of receiving charter approval, it will issue a press release and advertise through general and niche circulation news sources and social media details about the school, public meeting dates and application information. WRCS will conduct public open house meetings and site tours to help the community become informed about the school and its offerings. WRCS will contact local service and community organizations as well. Where permitted, WRCS will post information in businesses, on community bulletin boards at libraries and recreation centers, grocery stores, and government buildings. WRCS will also meet with all of the counselors in the districts adjacent to it, letting them know of the type of student it serves.

Enrollment Confidence:

WRA has 60 students currently enrolled. In the past 3 years, an average of 216 students per year have been turned away by WRA due to lack of personal funds or insurance. These are students whose diagnoses or behavioral impediments to academic success would have made them ideal candidates for WRCS. This is without a community outreach/marketing effort that WRCS would engage in if approved. Given the current student enrollment and the 200+ students turned away each year, there is no doubt WRCS will be able to attract the additional students needed to meet its requested enrollment of 300.

Recently, a casual survey of a number of local guidance counselors confirmed the need for this type of program. Additionally, after explaining the blended model and its benefits to the students, all counselors surveyed expressed support of the WRCS.

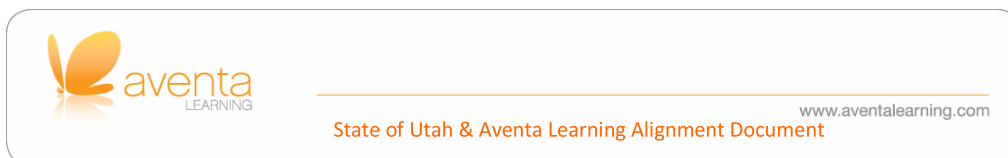
Section 3: Program of Instruction:

WRCS will be using the curriculum of Fuel Education, (K-12). WRCS will be a community of parents and teachers using educational methods that nurture and inspire creativity, critical thinking, and motivated learning. As an institution committed to educating the whole child, the school endeavors to foster the unfolding of each child's full potential. Its student-based learning (or student-centered learning) is an approach to education focusing on the needs of the students, rather than those others involved in the educational process, such as teachers and administrators.

Curriculum Provider

Currently, WRA is partnered with FuelEd. This provider has been proven to meet the unique needs of the at-risk students of WRA. It is vital that provision of educational services have continuity and reliability. WRCS is committed to providing a high quality education through a provider with long-term proven academic results and the instructional and administrative support needed to further the mission of the school. WRCS will comply with all applicable procurement laws and rules regarding contractors and vendors.

Fuel Ed has aligned its curriculum to Utah's state standards. An example course alignment follows:



Algebra 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description

1	Students will expand number sense to understand, perform operations, and solve problems with real numbers.		
1.1	Represent real numbers as points on the number line and distinguish rational numbers from irrational numbers.		
1.1.a	Define a rational number as a point on the number line that can be expressed as the ratio of two integers, and points that cannot be so expressed as irrational.	Unit 2: Real Numbers	Section 1
1.1.b	Classify numbers as rational or irrational, knowing that rational numbers can be expressed as terminating or repeating decimals and irrational numbers can be expressed as non-terminating,	Unit 2: Real Numbers	Section 1

1.1.c	Classify pi and square roots of non- perfect square numbers as irrational.	Unit 2: Real Numbers	Section 1
1.1.d	Place rational and irrational numbers on a number line between two integers.		
1.2	Compute fluently and make reasonable estimates with rational and irrational numbers.		
1.2.a	Simplify, add, subtract, multiply, and divide expressions with square roots.		
1.2.b	Evaluate and simplify numerical expressions containing rational numbers and	Unit 9: Rational Expressions	Section 2, 3

The WRCS approach to using this curriculum is a truly blended model. T/M's will take the curriculum and add to or subtract from it. The subtraction of any material must be accompanied by the addition of another approved assignment of material by the principal.

The philosophy of WRCS is serving the individual. Students will feel at home in the education environment with a desire to improve themselves and their future. Students will find educational success and have a desire to continue their education at college or university. Both of these will be evaluated in the exit interview that every student takes at completion of their education experience. WRCS will have an 80% graduation rate the first year and every years

then increase until 90% is obtained. On SAGE testing students will improve at 1% per year. Credit recovery for students behind in their credits upon arrival and staying on track to graduate on time with their class is very important to WRCS.

Student-centered learning, in contrast to teacher-centered learning, puts students first. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles while the teacher serves as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience. Teacher-centered learning has the teacher at its center in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning.

Technology will be used in the classroom in many ways, such as assignments, quizzes and test. Students will have access to the internet for research and writing papers. Taking tests and quizzes will only be allowed to occur during the class when the subject is taught. This will be monitored by the individual teacher, as tests and quizzes are password protected.

The instruction of the day's material will consume approximately one half of the class period by certified teachers. After a discussion on the topic of the day teachers will work with the individual students by roaming the classroom. Those students that are past the point of the lecture material of the day may continue move on at their own pace.

Managing student-centered learning is the first responsibility of the T/M, with support from ancillary staff and administration. T/M meets the students assigned to their study hall group weekly to discuss goals, progress and outcomes of test and quizzes. Special education students who must meet with their teacher at different intervals will do so. These goals and outcomes will then be emailed to the student's parents.

Authenticity of each student's work will be check by T/M's upon grading of the homework, quizzes, or test. Any questionable answer will be run through "SafeTime" a program built into K-12 services. In the event that plagiarism is found, the individual teacher and administration will decide the consequence of the event.

T/M will meet with each of their assigned students on a weekly bases to discuss problems or issues they are having with their course work. They will set goals with each student and help them understand how to attain that goal. After the T/M talks with each student they will send an email out to the parents or guardians giving them information that was talked about with the student.

Section 4: Performance Measures

Mission specific goals. The following items are principles, values, ideals and desired outcomes for various aspect of the educational program that support WRCS' specific goals.

General

1. Students learn to “learn” first through mentorship from TM’s and Peer Tutors (PT).
“Teach students the tools they need to be successful” is a life long goal. Assessment- increases in MAP testing scores which are completed tri-annually.
2. Competency tests ensure students’ knowledge and ability, allowing them to test out of classes and advance toward graduation.
Assessment- All students will have the opportunity to challenge any course by re-taking the final exam and passing with a 70% or higher and receive that grade.

3. Performance Measures		
Measure	Metric	Board Goal
Students will increase on average 1 point on SAGE testing and 1 point on ACT testing to demonstrate growth	SAGE and ACT testing	Students will improve proficiency in core subject areas
Graduation rate will increase 3% each year over first year baseline	Graduation Rate	Graduation rates will improve over time
75% of students will achieve a colored shirt rank advancement each year	Progress in the Token Economy (colored shirts)	Student body will manage and improve behavior
Students will achieve a level of positive feelings of self-worth 70% of the time	Self-assessment tool TBD	Students will increase in feelings of self-worth
Audit will produce “O” material findings	Required third party financial Audit	WRCS will remain fiscally sound

Assessment

WRCS uses a variety of assessment tools to determine student achievement including, but not limited to, state end of year SAGE testing, ACT, and UALPA formative and summative curriculum assessments. Some or all of these tools will be used to determine proficiency by grade level. Grade level promotion will require a demonstration of subject mastery by receiving at least a passing grade. Students wishing to graduate from high school must comply with state graduation requirements. WRCS does not impose additional graduation requirements.

Additionally, WRCS administrators will review cohort data for progress over time and present findings to the Board of Trustees annually. This data will inform the need to modify the educational program. Individual student data, including longitudinal data, may be used by teachers and education teams to assess progress and inform modifications to each individual student's plan.

WRCS will create fiscal policies and protocols to ensure compliance with state law and best practices and will participate in the required annual audit, with a goal of having no material findings. The audit report will be presented to the Board of Trustees on an annual basis.

Section 5: Governance

WRCS will be governed by a Board of Directors that will serve as keepers of the vision and stewards of the mission. The school's Board of Directors will adopt a comprehensive set of finance policies consistent with Utah Code. These policies cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and every other aspect of financial management. WRCS's board will undergo, as required by law, annual training on the open and public meeting requirements of public charter schools and will follow open meetings laws in all its meetings.

Role and Responsibilities of the Board of Directors - The Board of Directors provides effective oversight and decision-making that demonstrates fidelity to the school's vision and mission, and ensures successful academic performance, responsible fiscal management, and development of strong leadership and operational systems. The Board of Directors sets the direction of the school through a strategic planning process, establishes clear performance targets, and regularly assesses the performance of the Principal and the school. The governance structure includes duly elected board members who may be asked to serve as officers (such as Chair, Vice Chair, Treasurer, or Secretary) and to participate in both standing and ad hoc committees (such as budget and finance, marketing and recruitment, or academic performance). The Board of Directors is composed of three to five qualified members who are passionate about the school's success and who bring professional expertise such as finance, facilities, law, business management, or program administration to the team. The Board of Directors has adopted a set

While the Board of Directors is highly involved in the chartering process, once the school is approved their role becomes one of governance. The Board of Directors participates in ongoing training that highlights best practices in charter school board governance and utilizes resources developed by national leaders in charter board development.

The Board of Trustees will develop annual assessment tools to assess Board, Director Performance and the overall performance and accomplishments of the school in accordance with its mission.

WRCS's Board of trustees represent a wide range of skills and experience to bring practical governance and perspective to the board, including parents, educators, an attorney and experts in finance and marketing. WRCS is currently speaking to a few additional people for possible service on the board. WRA has long enjoyed many community partnerships, including government, business, and organizations, and has a broad pool of people with varying expertise to draw on for governance and advisement.

Waivers:

West Ridge Academy Currently operates on accredited private school, with licensed teachers and a full staff on 50 acres of property in West Jordan. It is seeking a charter to provide this educational programming to more students with social, behavioral and substance abuse issues where there currently are no public school offerings specializing in these problems.

West Ridge Charter School is seeking a waiver to expedite the current application timeline to allow the school to begin serving more students in the 2016-2017 school year. WRCS could not identify the relevant administrative rule codifying this time line.

Appendix A: Back Ground Information for each governing board member

APPENDIX A BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Mitzi Steckling
Role with school Board - Charter School (WRCS)
Expertise Families and education

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

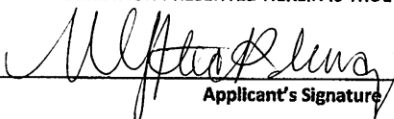
Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR West Ridge CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.


Applicant's Signature

**APPENDIX A
BACKGROUND INFORMATION SHEET**

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Bradley L. Jeppson
Role with school Board Member
Expertise Accounting / Finance

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.
- West Ridge Academy / Utah Boys Ranch 1992-2002
- American Cancer Society 2002-2003

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.
- West Ridge Academy / Utah Boys Ranch 1992-2002
- American Cancer Society 2002-2003
- Granger-Hunter Improvement District 2006-2015 (present)

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.
- Masters of Accountancy, University of Phoenix 2009
- B.A. University of Utah 1996

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR _____ CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Barrie Giles

Statement of Intent:

As a member of the West Ridge Charter School Board of Directors, I am committed to the excellence and integrity of the proposed charter school. I have experience in establishing a charter school in the past. I am in full support of this application as it is written.

Not-for-profit History

Board of Directors, West Ridge Academy, 2009 to 2015

Served as vice-chairperson for the BOD, as well as three years as the Advisory Committee chair - in charge of overseeing all aspects of the annual fund-raising gala.

Founding Committee, Legacy Preparatory Academy, 2006-2009

Assisted in many aspects of establishing LPA, i.e., contacting local businesses for in-kind furniture and other donations, contracting with a private school bus company to provide transportation for the students, conducting an annual safety assembly for the students to teach them about bus safety and other safeguards for their protection. Helped in the installation of furniture and other physical facilities needs in advance of opening the school for classes. Organized and obtained donations for food and support for teams of volunteer parents who came to help with moving into the school.

Director, Distinguished Young Women of Davis County, 2006-present

Director of recruiting and training for young women entering local and state competitions; Developed a training program for all participants to have optimum preparation for all aspects of competition; Recruited and trained a staff of more than a dozen volunteers Increased participation by 400%; greatly improved exposure and community support. Since becoming director in 2006, increased scholarship funding by over 300%.

Work History

Giles Disability Law – 2006-present

With my husband, established a law firm in June 2006. Created marketing strategy. Consistently increased client become one of the top 3 disability law firms in Utah. Developed and produced advertising campaign using television ads and web-based video material for website. Managed all aspects of client relations, trained new staff and monitored office systems for efficiency

Education History

Communications and Public Relations Major – Boise State University

APPENDIX A
BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Barrie Giles
Role with school Member - Board of Directors
Expertise Founding Committee Member - Legacy Prep Academy

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Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

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Applicant's Signature

APPENDIX A
BACKGROUND INFORMATION SHEET

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Lisa Hales
Role with school Executive Board Chair
Expertise Educator/Administrator

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

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Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

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Applicant's Signature

Scoring Rubrics

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
A response that meets standard will: SECTION 1: SCHOOL PURPOSE						
Identify the purpose(s) of the charter school as outlined in 53A-1a-503.	X					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	X					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	X					
Describe the school's educational foundation and the culture or ethos	X					
Describe the anticipated population of the school, including grades served and requested enrollments	X					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	X					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9	X					
A response that meets standard will: SECTION 2: MARKET ANALYSIS						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	X					
Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	X					
Describe data that points to trends/shifts within target location specific to school selection	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	X					
demonstrate how its proposed locations meet the definition of “high growth area,” if applying under 53a-1A-502.5	X					
A response that meets standard will: SECTION 3: PROGRAM OF INSTRUCTION						
Align with the school’s mission, vision, and overall educational priorities	X					
If replicating an existing school design:						
Provide sufficient evidence the replicated design has been effective and successful in raising student achievement	X					
Identify specific successful practices	X					
Commit to a high level of fidelity to the successful model and minimize “tinkering” with the model until achieving acceptable results	X					
Describe the applicant’s capacity to replicate an existing school design	X					
If using developed curricula:						
Identify the school’s philosophical approach to educating students	X					
Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes	X					
Show the selected curricula is consistent with the school’s mission, vision, and educational program design	X					
If creating own curricula:						

Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	X					
STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades	X					
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context	X					
If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	X					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	X					
A response that meets standard will:						
SECTION 4: PERFORMANCE MEASURES						
Align with the school's mission and educational program	X					
Define measures, metrics, and targets that are SMART	X					
Set high standards for student learning	X					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	X					

Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	X					
STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	X					
Ensure that the school will be held to the same performance standards as other public schools	X					
Specify the time frame in which students will be expected to meet the performance standards	X					
Show compliance with all federal accountability standards	X					
A response that meets standard will:						
SECTION 5: GOVERNANCE						
Demonstrate the board has the capacity to found and sustain a quality school	X					
Include background information sheet for each named board member	X					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	X					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	X					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	X					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	X					

Illustrate the governing board's capacity to represent the community well	X					
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